

NEW OPPORTUNITIES OF COMPUTER ASSISTED LEARNING ON THE WAY TO HOSPITALITY STUDENTS' ESP PROFICIENCY

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The primary goal of ESP teaching is to equip learners with the knowledge and language skills that will be of great demand in the sphere of their future professional activity. Therefore, this kind of instruction is to be learner-centered inherently, as in this case a second language is not taught as the subject separated from students' needs, it is integrated into the area important to their professional interests. From the early 1960s, ESP has grown into one of the most prominent areas of EFL teaching, and currently it is taught at many universities of the world. This fact is another undeniable proof of the significance of the English language knowledge in the globalized business world and the relevancy and efficiency of this kind of instruction in training future professionals. To face new challenges, nowadays ESP teaching uses a wide range of efficient approaches and methods and implements new technologies in the educational process.

For the students majoring in hospitality and tourism, ESP has become a necessity in the era of a global customer. Having more options to choose desirable travel destinations and being equipped with the latest technology, people travel all over the globe and you never know where your next visitor will be from. To remain competitive in the hospitality market and keep customers' loyalty, future graduates have to demonstrate not only their theoretical knowledge, but their practical skills and the ability to cope with any problem that can arise. Therefore, the training language course must be designed with respect to the situations close to real professional environment. In this way, the Internet has become one of the most powerful tools and invaluable source of new professional information and knowledge.

No matter how well the ESP course books are developed, they can become even more valuable if supplemented with materials from authentic books published for those who work in the target field. For instance, due to the Internet the students of hospitality obtain the access to such professional books as *VIP: Introduction to Hospitality*, *Hotel Management and Operations*, *Food and Beverage Management*, *Hotel Front Office Management*, *The Geography of Tourism* and a number of others written and edited by professionals for future professionals. They cover such issues as hospitality marketing, segments and types of hotel and restaurant establishments, front office communication and accounting, hotel performance, yield management and forecasting and many more aspects vital for being successful in hospitality. Selected appropriately and used simultaneously with course books, they do not only enrich useful vocabulary and provide the understanding of key notions, but give the idea of how different management mechanisms function in reality, providing a business successful running and further development. Many of these books include sections with case studies that make them even more popular with learners and extremely motivating as they provide examples of the situations and problems that

real hospitality businesses have faced in their operation or might have to deal with in the future. These specific real life situations or imagined scenarios can be used effectively as a training tool. Among the practical advantages of conducting a case study are the possibilities to develop and improve analytical and creative thinking, communication skills, the ability to defend one's own point of view as well as to learn on someone else's experience. This method encourages learners' interest and stimulates their involvement if it concerns the issues of future professional activity.

Apart from professional e-books, another useful option in ESP teaching is audio lectures and presentations given by leading scientists and specialists in the field. The learners can be asked to prepare the overview of the ideas presented. The students not only derive some new knowledge, but learn to perceive and process authentic information from audio sources.

Video is a special option in CALL for hospitality students. Actually, learners are much more engaged in the learning process as they see language in action, not just in textbooks. In this way, YouTube video materials provide the hospitality students with the possibility to see the destinations they are going to sell, to learn more about facilities and amenities at the disposal, activities tourists can experience, places of interest to recommend, etc. What is more, video resources allow the learners to take video training sessions on internet travel booking, checking-in and -out procedures, servicing patrons in catering establishments, providing customer service excellence, dealing with difficult customers and a number of other aspects the future graduates will have to be able to deal with. Such video training sessions are of special value, as they do not only give instructions, but familiarize the learners with the world standards and experience. There are numerous possibilities to develop the tasks to video programmes into further practice, more complicated and challenging. For example, after watching some excursions around a city or a country, a lecturer can ask the students to find some programme without a tour guide's comments on the Internet, and develop their own virtual guided tours. The other options are to watch the video and describe orally or in writing some process or analyse the tendencies on the basis of different years statistic data on the number of travels, tourist expenditure at some destinations, tourist companies revenues or the hospitality market fluctuations.

Developing projects on the most popular destinations, designing tourist information leaflets or restaurant menus are only some of numerable interesting ideas that can encourage learners' interest, stimulate their creativity and increase self-motivation.

Being developed on professional authentic materials, the tasks mentioned above greatly contribute to successful learning and actually signify a new phase in training ESP students making them confident target language users.

New information technologies and free excess to a numerable Internet resources give endless possibilities to organize the ESP learning process in the most interesting, challenging and efficient way. With new methods and approaches to teaching a foreign language, the learners receive a wonderful opportunity to see and examine how the target language functions in their future professional sphere as well

as gain valuable international experience and the awareness of world standards. For the hospitality students in Ukraine the latter is of special value, as the industry in its attempts to meet the challenging and sophisticated tourists' demands should take into consideration world modern trends and learn from the best examples of creativity and excellence.

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RAISING THE LEVEL OF ENJOYABILITY IN THE PROCESS OF STUDYING

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What can a teacher do to make studying more enjoyable? One of the most frequent question a teacher can face in his/her career. This paper will present some of the techniques which can help a teacher to raise the level of enjoyability in his/her class.

A popular saying says "There is no gain without pain" meaning that you have to work hard and often go through subsequent difficulties to reach your goals. They say that of the two paths, the path of pleasure and the path of pain, the latter is faster. Personal suffering and tragedy causes us to look beyond the concerns of our everyday life and consider larger questions. The path of pleasure also works but slower. Dr. Stephen Krashen, expert in the field of linguistics University of Southern California says that in literacy and language development, however, only the path of pleasure works. In his opinion what is good for language development and literacy development is perceived to be pleasant by the acquirer and the teacher. His pleasure hypothesis does not say that anything students enjoy is beneficial. It says that if an activity is good for language and literacy development, then the activity is pleasurable.

A Venetian scholar Paola E. Balboni has elaborated a model that analyses the motivation for studying in general, not only languages. That model is essentially based on three possible activating factors: duty, need, and pleasure.